



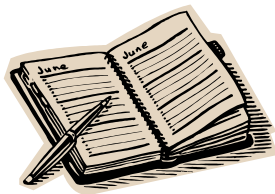
The Montana Comprehensive
Assessment System
MontCAS, Phase 2
Criterion-Referenced Test (CRT)

Grade 10
Test Administrator's Manual

Spring 2004

TEST SECURITY

All test items and responses to those items in the Montana Comprehensive Assessment System, Phase 2 Criterion-Referenced Test are secure material and may not be copied or duplicated in any way or retained in the school after testing is completed.



Important Dates

Test administration window → March 29 through April 16, 2004

Return test materials to your School Test Coordinator → April 16



Linda McCulloch, Superintendent

Montana Office of Public Instruction
PO Box 202501
Helena, Montana 59620-2501
www.opi.state.mt.us

TABLE OF CONTENTS

CHECKLIST FOR TEST ADMINISTRATORS.....	1
STRUCTURE AND FORMAT OF THE TEST.....	2
ABOUT THE TEST.....	2
UNIVERSAL TEST DESIGN	3
OPTIONS FOR PARTICIPATION.....	3
STUDENTS TO BE TESTED.....	4
STUDENTS ELIGIBLE FOR EXCLUSION.....	4
INSTRUCTIONS FOR TEST ADMINISTRATORS.....	5
SCHEDULING TEST SESSIONS.....	5
STUDENT TEST MATERIALS.....	7
PROCEDURES FOR CODING STUDENT INFORMATION.....	7
TEST ADMINISTRATION.....	8
ADMINISTRATION INSTRUCTIONS AND SCRIPTS.....	8
GENERAL INSTRUCTION SESSION – PREPRINTED STUDENT RESPONSE BOOKLETS.....	9
GENERAL INSTRUCTION SESSION	12
READING SESSION 1.....	15
READING SESSION 2.....	17
READING SESSION 3.....	19
MATHEMATICS SESSION 1.....	21
MATHEMATICS SESSION 2A.....	23
MATHEMATICS SESSION 2B.....	25

MATHEMATICS SESSION 3.....	27
POST-TEST PROCEDURES: CODING PAGE 2.....	29
CRT-TEST ACCOMMODATIONS.....	32
STANDARD CRT ACCOMMODATIONS.....	32
NON-STANDARD CRT ACCOMMODATIONS.....	34
CODING CLASS IDENTIFICATION SHEETS (BLUE).....	35
RETURN OF MATERIALS TO THE SCHOOL TEST COORDINATOR.....	35

Checklist for Test Administrators

Before testing:

- _____ Read all directions for test administration in this manual.
- _____ Meet with your School Test Coordinator to plan testing schedules, review procedures, and discuss any questions you have.
- _____ Check your test materials to be sure you have enough for the students you will be testing. Notify your School Test Coordinator if you are missing any materials or have defective materials.
- _____ Notify students of the testing and request that they have #2 pencils for every test session.
- _____ Help your School Test Coordinator notify students and parents about the testing program.
- _____ Secure #2 pencils, scratch paper, and calculators (make sure school-owned or student-owned calculators are available for mathematics test Sessions 1 and 2A).
- _____ Obtain from your School Test Coordinator a list of names and student ID numbers for students who will be tested (if applicable).
- _____ Obtain information needed to complete page 2 of the students' response booklets after testing, including information on students' accommodations and exclusions, special education status, and participation in other programs.

During testing:

- _____ Post a "Testing" sign on your classroom door.
- _____ Write your name, school name, and school code on the chalkboard.
- _____ Be sure that all students have a comfortable and adequate workspace.
- _____ Monitor students' handling of test and response booklets to keep the booklets in good condition.
- _____ Give students as much time as needed (within the guidelines) to complete the test sessions.
- _____ Administer makeup tests or tests for students who require accommodations, if you are assigned to do so.

After testing:

- _____ Encode the information on page 2 of each Student Response Booklet regarding student's testing accommodations, special education status, and other program information, if assigned to do so.
- _____ Check to see that the front cover and page 2 of a Student Response Booklet are completed for **every** student in your class. This includes students who were totally or partially excluded from testing and students that participated in the CRT-Alternate Assessment.
- _____ Notify your School Test Coordinator of any student who did not take any part of the test.
- _____ Complete the Class Identification (ID) Sheet and place it on top of the used Student Response Booklets.
- _____ Place the used Student Response Booklets (a/k/a answer documents) and Class ID Sheet in the large white envelope labeled "For Return of Used Answer Documents." Do not seal this envelope.
- _____ Return all test booklets, the large white envelope containing used Student Response Booklets and Class ID Sheet, and all other test materials to your School Test Coordinator.

Structure and Format of the Test

The MontCAS, Phase 2 Criterion-Referenced Test (CRT) is a comprehensive assessment, covering a broad range of objectives in reading and mathematics at grades 4, 8, and 10.

The CRT is composed of two tests: reading and mathematics. Students will record answers to both tests in a single Student Response Booklet, and the directions for administering both tests are given in the *Test Administrator's Manual*.

In the CRT, the pool of test items in each grade and subject area is divided into two categories. A portion of the assessment consists of common items, which appear in all forms of the test and are taken by all students. The remainder of the total pool of test items in a grade/subject area is divided among sixteen different forms of the test; each student completes one form. This is called matrix sampling. The matrix-sampled items provide more complete coverage of the curriculum framework objectives while reducing testing time. Student, school, system, and state results are based only on the common items.

The CRT includes the following kinds of items:

- multiple-choice items, which require students to select the correct answer from four possible responses;
- short-answer items (mathematics test only), which require students to show their work when solving computation problems; and
- constructed-response items, which require students to write a brief (half-page) response or show the solution to a problem. These items take approximately 5–10 minutes to answer.

About the Test

The CRT instruments may be quite different from other standardized tests you have administered. These differences include the following:

- The reading passages represent complete pieces. Some are much longer than the passages in traditional tests.
- The constructed-response and short-answer items included in the test require students to generate and explain their answers.
- Some mathematics sessions refer to a Mathematics Reference Sheet, which includes directions and formulas students may need to answer items.
- Mathematics test sessions 1 & 2A are “Calculator” test sessions. The items in these test sessions assess students’ problem-solving skills. The computation burden for students will be reduced if calculators are used, permitting students to demonstrate their problem-solving skills more accurately. Computation skills are assessed in “No-Calculator” test sessions 2B & 3. We recommend that students use calculators that are familiar to them (their own or class calculators). This will ensure that students are comfortable during the test and not burdened by unfamiliar calculator functions.

Another characteristic of the assessment is that it tests a broad range of content and skills rather than testing recently taught material as regular classroom tests do. Therefore, it may seem more difficult to your students than tests with which they are more familiar.

Universal Test Design

The Criterion-Referenced Test (CRT) was developed and designed using the principals and concepts of “Universal Test Design.” Universal Test Design ensures access to tests for all students by ensuring that test items access the knowledge and skills in the most simple and straight forward manner possible and the test format presents the items in the most uncomplicated way possible. The CRT is an untimed test, although there are suggested times and guidelines. Regular administration of the CRT usually occurs in a group setting.

Options for Participation

To ensure that all students can participate, the CRT provides accommodations, standard and non-standard, and an alternate assessment (see CRT Test Accommodations on pages 31-33).

Without Accommodations	With Standard Accommodations	With Non-Standard Accommodations	CRT-Alternate
<ul style="list-style-type: none">• For students who do not require accommodations of any kind.• Group setting• Untimed – with guidelines	<ul style="list-style-type: none">• Available for any student (students with disabilities <u>as well as</u> student without disabilities) when an accommodation is necessary to allow the student to demonstrate his/her skills and competencies.• Must be coded in the Student Response Booklet.• May be given in either, or both, reading and math portions.• Does not change intent/content of the test.	<ul style="list-style-type: none">• For a student when specified in his/her IEP/504/LEP plan.• Must be coded in the Student Response Booklet.• May be given in either, or both, reading and math portions.• Changes the intent/content of the test.• When a non-standard accommodation is used, the student’s score will be reported in the NOVICE performance category for that content area.	<ul style="list-style-type: none">• For a student when specified in his/her IEP plan.• For students who have a significant cognitive disability.• Must be coded in the Student Response Booklet.• May be given in either, or both, reading and math portions.• Based on alternate achievement standards.

Students to be Tested

- **All** classroom students enrolled in accredited Montana schools in grades 4, 8, and 10 are required to participate.
- Students who are eligible for the alternate assessment are not excluded from testing. They simply participate in the alternate assessment (CRT-Alternate).
- Students who have been identified as having Limited Language Proficiency (LEP) or who have been instructed in English for three or more years must take the CRT.
- Part-time students must be included in the CRT if they are enrolled in the district for 180 hours or more for the school year, and if they have not reached the age of 19.
- All suspended students are expected to participate and will be counted in district and school reports.
- A student transferring from a school or district in Montana during the time of testing must participate. Every effort should be made to complete testing at the new school.

Students Absent During Testing: The test administrator must keep a list of students absent during regularly scheduled test sessions. These students must be scheduled for makeup test sessions within the testing period (March 29–April 16, 2004).

Large-print: Large-print test booklets are enlarged editions (using 18-point font) of the CRT test booklets. Students may write directly on the large-print test booklet. Test administrators are required to transfer the student's answers from the large-print test booklet to a Student Response Booklet and placed the completed Student Response Booklet in the "Special Handling" envelope for return to Measured Progress. Test administrators must also code the use of this accommodation in Box K, accommodation #28.

Braille: Montana will treat the Braille version of the CRT as a test accommodation. Test administrators are required to code the use of this accommodation in Box K, accommodation #27. Test administrators are also required to transfer the student's answers from the Braille test booklet to a Student Response Booklet and place it in the "Special Handling" envelope for return to Measured Progress.

Students Eligible for Exclusion

All students are expected to participate; however, scores of students in the following categories will be excluded from the calculation of averages:

- Foreign exchange students
- Students not enrolled in an accredited Montana school (including home-schooled students)
- Students enrolled in a private accredited school
- Students enrolled in a private non-accredited Title 1 school

Test administrators must complete a Student Response Booklet for all excluded students by coding front cover and page 2. A Student Response Booklet must be returned for **all** students enrolled at grades 4, 8, and 10, whether tested or not.

Instructions for Test Administrators

The assistance of local test administrators is vital to the success of the assessment. As test administrator, you will help to ensure that testing proceeds smoothly, materials are properly accounted for, and responses are accurately analyzed. The quality of assessment data depends, in large part, on uniformity of test administration procedures. For this reason, all test administrators must follow the instructions given in this manual.

All test items and responses in the CRT are secure material and may not be copied or duplicated in any way or retained in the school after testing is completed. To protect the security of the test, all test administrators must carefully follow the instructions in this manual for administering the test and handling the materials.

Scheduling Test Sessions

The CRT must be given to students between March 29–April 16, 2004. Schedule the testing in your school early enough during this period to allow time for makeup testing, if needed. You must also schedule testing for any students who require test accommodations that cannot be made during the regular test sessions.

The test sessions and estimated time to complete each are shown in the chart on the next page. For scheduling purposes, each session must be treated as an intact unit. That is, once students start a session of the test, they must finish it within the time allowed; under no circumstances may they go back to complete or revise an earlier session once they have moved on to another session. The following guidelines should be followed when scheduling tests.

- Total testing time is approximately 4.5 hours. Scheduling the different test sessions over the course of at least three to four days is advised to minimize student fatigue and allow students to do their best work on the test. Test sessions may be scheduled to fit the overall school schedule provided that the sessions are administered in the order presented in the students' test booklets (shown in the chart on page 6). The order may be changed in cases of makeup testing; however, each session must remain intact during makeup testing.
- The test should not be administered to several classes of students grouped in one large room, such as a cafeteria or an auditorium. The test is designed to assess a wide range of student abilities and to provide information to schools and districts about student performance. All students should be tested in surroundings that will provide them with the opportunity to do their best work on the assessment. In schools where students in several classes are being tested, each classroom of students should take the same test session simultaneously.
- Testing schedules should be arranged so students do not become fatigued. Measured Progress recommends that students not be tested any longer than two hours in any one day, with at least a one-hour break between any of the two hours of testing. We recognize that this might not be possible or even the most convenient schedule for your students, but we urge you to space sessions appropriately.
- The tests are not timed tests in the sense that no adjustments will be made for unfinished items in the scoring and generation of results. Students needing time beyond the scheduled session time should be allowed up to five minutes to finish their work.

Mathematics sessions that have a part A and a part B are granted only a five-minute extension for each part. After the five-minute extension, Student Response Booklets should be collected unless a student is working with an accommodation. Any accommodation in session length must be completed on the same day that the session of the test was started.

- After test administrators complete the testing of their students, they will return test materials to the School Test Coordinator along with a list of the names of students who were absent during testing. Makeup sessions must be scheduled separately for students taking different parts of the test. Makeup sessions do not have to be administered in the students' regular classrooms; students may be tested by the test coordinator, a guidance counselor, or another teacher assigned to monitor makeup testing.

Recommended Testing Schedule		
Session	Activity	Estimated Session Time
DAY 1 Reading		
	General Instructions (coding student information)	Approximately 10 minutes
	Break	
Session 1	Reading Session 1	45 minutes
DAY 2 Reading		
Session 2	Reading Session 2	45 minutes
	Break	
Session 3	Reading Session 3	45 minutes
DAY 3 Mathematics	Calculators are allowed	
Session 1	Mathematics Session 1 (calculators are allowed)	45 minutes
	Break	
Session 2A	Mathematics Session 2A (calculators are allowed)	20 minutes
DAY 4 Mathematics	Calculators are NOT allowed	
Session 2B	Mathematics Session 2B (calculators are NOT allowed)	20 minutes
	Break	
Session 3	Mathematics Session 3 (calculators are NOT allowed)	45 minutes

Calculators may be used only in mathematics test Sessions 1 and 2A. The test has been designed so that calculators are not required for students to perform satisfactorily. Students may use their own calculators or those supplied by the school. Test administrators may wish to have additional calculators on hand to loan to students, as needed.

Student Test Materials

In addition to this manual, you will receive a set of student test materials for the group of students you will be testing. A complete set of materials for each student includes the following:

- Test Booklet,
- Student Response Booklet (a/k/a answer document), and
- Mathematics Reference Sheet.

In the class packs, there are 16 different forms of the test booklet. It is important to remember that the different forms of the booklets have been mixed in the class packs for random distribution to students. **Do not** change the order of any forms. Mathematics Reference Sheets (containing formulas and directions for answering short-answer items) are located in the back of the class packs.

At the beginning of test session one, students will complete identification information on the front cover of their test booklets and Student Response Booklets. Test booklets and Student Response Booklets must be kept together during all test sessions. During each subsequent test session, make certain students are working with their **own** test materials (test form must remain the same throughout the testing window): the same ones that were distributed to them at the beginning of the first session.

Procedures for Coding Student Information



When to code information on the Student Response Booklet:

Front cover → **during** the first test session (General Information Session) by student

Page 2 (Boxes H-O) and “Test Administrator Use Only” (Ethnicity - Box G) on front cover → **after** testing is complete by Test Administrator and/or authorized school representative

Only the information coded on the Student’s Response Booklet will be reported back to the schools and systems. Therefore, in order to provide meaningful data on the reports it is critical that the local school personnel coding the Student Response Booklets have the student information readily available so that they can provide the most accurate data for each student.

After testing is complete, test administrators or school staff must check to see that the front cover of the Student Response Booklets are filled out for every student enrolled at each grade tested in the school. Test administrators will then code all applicable information on page 2 (Boxes H-O) and “Test Administrator Use” (ethnicity information - Box G) on the front cover.

- If a student took any or all parts of the assessment, the student and test administrator and/or school staff must verify that the front cover has been completed. Page 2 of the Student Response Booklet should be coded as appropriate.
- If a student participated in the CRT-Alternate, test administrators or designated school staff must complete for that student all of the information on the front cover, page 2, and scoring information on pages 11 & 13 of the Student Response Booklet.
- If a student was absent for all test sessions, test administrators or designated staff must complete for that student all information on the front cover and page 2 of an otherwise blank response booklet.

Test Administration

During testing, the test administrator's primary responsibility is to

- encourage students to take the task seriously and to do their best on the tests,
- give clear directions to students, and
- monitor student performance to see that directions are followed.

Your School Test Coordinator will notify you about students who are excluded from all or part(s) of the test and about students who will take the test using accommodations. Students normally requiring accommodations for testing should be tested and the appropriate accommodation(s) should be followed. With the exception of approved accommodations, you should not aid any student in reading, answering, or understanding any of the test questions or help them in any way except during the student questionnaire session. Using test materials to familiarize students with test-taking strategies is a violation of test security and testing procedure.

Circumstances over which you have no control (fire drills or power failures, for example) may disturb the students. If an interruption occurs during testing, ask students to insert their response booklets inside their test booklets and, if possible, pass them in to you. When normal conditions are restored, redistribute the testing materials to students and resume testing. Interruptions should not reduce the total amount of time students are given to complete the test session.

Administration Instructions and Scripts

The following pages detail the procedures to be followed for each test session. Please review the step-by-step directions before beginning each part of the test. As you review the directions, familiarize yourself with the appropriate sections of a test booklet and Student Response Booklet. Directions to the students should only take a few minutes so that most of their time can be spent answering the test questions.

To ensure consistent and accurate test administration, a "script" for each session (material to be read aloud to students) is provided. This text is printed in italics. Directions to you within the scripts are printed in bold. Additional directions for you are numbered and printed as regular text.

General Instruction Session for Completing Student Identification Information Preprinted Student Response Booklets

Estimated Time: 10 Minutes

Materials Needed: Test Booklets, Student Response Booklets and #2 Pencils.

NOTE: Before you begin this session, please write your name (teacher name) and school name on the chalkboard. In addition, prepare the list of Vocational Concentrations on the board or as a handout.

1. Distribute one test booklet to each student by passing out the different forms just as you would if all the forms were identical.

Preprinted Student Response Booklets were class packed (and labeled) by school, grade, teacher, and placed in alphabetical order by students' last name. Please distribute the preprinted Student Response Booklets to the appropriate students. Ask the students to verify that the name printed in Box "A" is correct.

If any of the preprinted information on the front cover is incorrect, please use a blank Student Response Booklet and follow the coding directions (General Instruction Session) on page 11. If any information is left blank due to technical inconsistencies, please have the student bubble in the information.

If the teacher's name (in the upper right-hand corner) is incorrect, please have the student cross off the name and enter the correct teacher's name.

2. **Say to the students:**

During the next few days, you will be taking tests in reading and mathematics. These tests will not affect your grades in school. They will help us measure how well we are teaching you. Some of the questions are easy and some are quite difficult. You may not be able to answer every question, but you should take them seriously, and give your best effort because the decisions we make based on these tests will affect you and all students. During all of the test sessions, you must use a #2 pencil to write and mark your answers. If you do not have a #2 pencil, please raise your hand. (Supply a #2 pencil to students who need one.)

In this session, you will fill out some information on your test materials. On the front cover of the test booklet (Hold up a test booklet to demonstrate.) print your name on the line where it says "Student Name." (Pause.) Now print our school name, as it is written on the board, on the line below that. (Pause.) Finally, print my name, as it is written on the board, on the third line where it says "Teacher/Class." (Circulate and Check.)

3. **Say to the students:**

*Now you will fill out some identification information in the right, upper-hand corner of your Student Response Booklet (**Hold up a Student Response Booklet to demonstrate.**). On the cover of the response booklet, please print your name on the line where it says "Student Name." (Pause.) Now print my name, as it is written on the board, on the line which says "Teacher Name." (Pause.)*

Directly underneath those lines you will see marking instructions. Use a #2 pencil only. Fill in the circle completely. Erase cleanly any marks you wish to change. Do not make any stray marks on this form. (Pause.) Do you have any questions? (Answer any questions.)

4. **Say to the Students:**

*Please locate Box E, "Form", on the front cover of your response booklet and fill out the form number section by bubbling in the number of your test form. Can everyone locate your form number? It is located on the front cover of your test booklet, in the center, directly underneath the word "Grade." Does anyone need help? (**Before moving on, walk around the room to verify that the form numbers have been correctly coded on each Student's Response Booklet.**)*

*Now, please turn to page 2 in your response booklet and locate Box P, "Vocational Concentration." All students who will complete 6 semester courses in vocational education by the time they graduate need to fill in the Vocational Concentration section. Find the answer bubbles A through H in Box P and follow along as I read the areas of vocational concentration list. (**Read the list of areas of vocational concentration below.**)*

Codes for Areas of Vocational Concentration

A	Agriculture
B	Business
C	Marketing
D	Health Occupations
E	Family & Consumer Services
F	Technology
G	Trades & Industries
H	A blend of courses in 2 or more of the above.

*Find the area of vocational concentration in which you will earn at least 3 of your 6 semester courses by the time you graduate. Now find the letter in Box P that corresponds to that area and fill it in. For example, if you will have completed 3 or more of your semester courses in Business when you graduate, fill in the "B" circle. If you will have completed 2 courses in Agriculture, 2 courses in Family & Consumer Science, and 2 courses in Technology, fill in the "H" circle indicating that you took a blend of 2 or more courses. If you will not complete at least 6 semester courses in vocational education by the time you graduate, do not mark this section. If you have any questions, raise your hand. (**Pause to allow students time to ask questions.**)*

5. If you are going on to the first test session,

Say to the students:

Thank you for completing this information. We will now begin test session one. Open your test booklets to page 1 and follow along while I read the directions. (Directions for Reading Session 1 may be found on page 15)

If you are not going on to the first test session, have students place their Student Response Booklets inside their test booklets. Collect all test materials and store them in a secure place until the next scheduled part of the test.

General Instruction Session for Completing Student Identification Information

Estimated Time: 10 Minutes

Materials Needed: Test Booklets, Student Response Booklets and #2 Pencils.

NOTE: Before you begin this session, please write your name (teacher name), school name, and school code on the chalkboard. In addition, prepare the list of Vocational Concentrations on the board or as a handout.

1. Distribute one test booklet and Student Response Booklet to each student. Pass out the different forms of the test just as you would if all the forms were identical.

2. **Say to the students:**

During the next few days, you will be taking tests in reading and mathematics. These tests will not affect your grades in school. They will help us measure how well we are teaching you. Some of the questions are easy and some are quite difficult. You may not be able to answer every question, but you should take them seriously, and give your best effort because the decisions we make based on these tests will affect you and all students. During all of the test sessions, you must use a #2 pencil to write and mark your answers. If you do not have a #2 pencil, please raise your hand. (Supply a #2 pencil to students who need one.)

In this session, you will fill out some information on your test materials. On the front cover of the test booklet (Hold up a test booklet to demonstrate.) print your name on the line where it says "Student Name." (Pause.) Now print our school name, as it is written on the board, on the line below that. (Pause.) Finally, print my name, as it is written on the board, on the third line where it says "Teacher/Class." (Circulate and Check.)

3. **Say to the students:**

Now you will fill out some identification information in the right, upper-hand corner of your Student Response Booklet. On the cover of the booklet, please print your name on the line where it says "Student Name." (Pause.) Now print my name, as it is written on the board, where it says "Teacher Name." (Pause.)

Directly underneath those lines you will see marking instructions. "Use a #2 Pencil Only." Fill in the circle completely. Erase cleanly any marks you wish to change. Do not make any stray marks on this form. (Pause.) Do you have any questions? (Answer any questions.)

Next, fill out Box A, "Student Name." In the boxes below "Last Name", print the letters of your last name starting in the first box on the left. Then print your first name in the spaces for them. If your name is longer than the number of spaces given, print as many letters as you can. (Pause.) Now, under each letter you have written, fill in the bubble that contains the same letter. Do not fill in any bubbles under blank boxes. (Circulate and Check.)

Now fill out Box B, "Student Identification." (If students do not know their student identification number, use the list supplied by the School Test Coordinator OR leave blank.) (Pause.)

Next, fill in Box C, "School Code", as written on the board. (If the school code is less than 4 digits, please place a zero(s) before the number. Pause.)

Now code Box D, "Gender", by darkening the circle next to your gender—female or male. (Pause.)

Now locate Box E, "Form", and fill out the form number section by bubbling in the number of your test form. Can everyone locate your form number? It is located on the front cover of your test booklet under the word "Grade." Does anyone need help? (Before moving on, walk around the room to verify that the form numbers have been correctly bubbled in on each Student's Response Booklet.)

Now, we'll fill in Box F, "Birth Date." First, fill in the bubble next to the month in which you were born. (Pause.) Then write the numbers for the day and year in the boxes; fill in the correct bubbles below each number. Remember to use a zero as a placeholder if the day you were born is a single digit number—for example, if you were born on June 4, the day should be written as "04." (Pause.) Does anyone have any questions? (Answer questions; pause while students complete information.)

Now, please turn to page 2 in your response booklet and locate Box P, "Vocational Concentration." All students who will complete 6 semester courses in vocational education by the time they graduate need to fill in the Vocational Concentrator section. Find the answer bubbles A through H in Box P and follow along as I read the areas of vocational concentration list. (Read the list of areas of vocational concentration below.)

Codes for Areas of Vocational Concentration

A	Agriculture
B	Business
C	Marketing
D	Health Occupations
E	Family & Consumer Services
F	Technology
G	Trades & Industries
H	A blend of courses in 2 or more of the above.

Find the area of vocational concentration in which you will earn at least 3 of your 6 semester courses by the time you graduate. Now find the letter in Box P that corresponds to that area and fill it in. For example, if you will have completed 3 or more of your semester courses in Business when you graduate, fill in the "B" circle. If you will have completed 2 courses in Agriculture, 2 courses in Family & Consumer Science, and 2 courses in Technology, fill in the "H" circle indicating that you took a blend of 2 or more courses. If you will not complete at least 6 semester courses in vocational education by the time you graduate, do not mark this section. If you have any questions, raise your hand. (Pause to allow students time to ask questions.)

4. If you are going on to the first test session,

Say to the students:

Thank you for completing this information. We will now begin test session one. Open your test booklets to page 1 and follow along while I read the directions. (Directions for Reading Session 1 may be found on page 15)

If you are not going on to the first test session, have students place their Student Response Booklets inside their test booklets. Collect all test materials and store them in a secure place until the next scheduled part of the test.

Session 1—Reading

Estimated Time: 45 Minutes

Materials Needed: Test Booklets, Student Response Booklets, and #2 Pencils.

1. If the student test booklets and response booklets were collected after the General Instruction Session, return them to the students. Each student must have his or her original test materials. Distribute #2 pencils to students who need them.
2. **Say to the students:**
You are now going to take Reading Session 1. Please turn to page 1 in your test booklet and follow along as I read the “General Directions.” (Pause.)

General Directions. *This test contains six sessions; three in reading and three in mathematics. The sessions are made up of multiple-choice questions and questions for which you must show your work or write out your answers. Write your answers to all of the questions in your Student Response Booklet. Do not write in this test booklet. For the reading parts of the test, read each selection before answering the questions.*

For each multiple-choice question, choose the best answer. Fill in the bubble on your Student Response Booklet that corresponds to your answer choice for that question.

Some questions ask you to show your work or to write out your answers. Write your answers to these questions in the spaces provided in your Student Response Booklet. Your answers must fit in the spaces provided. Any part of an answer outside the box might not be scored.

Be sure to answer all parts of each question, and to answer completely. For example, if a question asks you to explain your reasoning or show your work, be sure to do so. You can receive points for a partially correct answer, so try to answer every question.

Are there any questions? (Answer any questions the students might have.) Please turn to page 2 in your test booklet. Now, open your Student Response Booklet to page 3 and locate the box labeled “Reading – Session 1.” (Pause while students locate the section.)

In this test session, you will read selections and answer questions 1 through 22 about what you have read. Choose the best answer for each multiple-choice question and mark your answers on page 3 of your Student Response Booklet. Answer question 22 by writing your answer clearly in the space provided on page 3 of your Student Response Booklet. Question 22 is called a constructed-response question. It is like an essay question. Write your answer for the constructed-response question in the half-page response space provided. It should take you between 5 and 10 minutes to answer. Plan your work so that you have plenty of time to answer this longer question.

Some of the questions may be hard for you to answer, but it is important that you do your best. If you do not know the answer to a question, you should make your best guess. You may underline important ideas in the reading selection if you think that will help you.

You will have 45 minutes to read the selections and answer the questions in this part of the test. I will give you time updates during the testing period. Please stop when you finish this session. You may review your answers in this session of the test, but you may not go forward to work on any other sessions. I will tell you when to begin the next session of the test. Are there any questions? (Answer any procedural questions the students might have.) You may begin.

3. Circulate and check students' work from time to time during the session. When 35 minutes have passed,

Say to the students:

You have been working for 35 minutes. Please continue to work quickly, but carefully. If you finish answering all of the questions in this session, go back and check your work on this part of the test or insert your response booklet into your test booklet, close your test booklet, and sit quietly. You may not work on any other part of the test.

4. When another 10 minutes have passed,

Say to the students:

Please raise your hand if you have not finished this part of the test.

5. Some students may raise their hands; they should be given up to five minutes of additional time. Emphasize that they should work quickly. Other students should remain seated quietly. Reading other material is permitted.
6. If you are not going on to another test session after a short break, have students place their response booklets inside their test booklets. Collect all test materials and store them in a secure place until the next scheduled part of the test.

Session 2—Reading

Estimated Time: 45 Minutes

Materials Needed: Test Booklets, Student Response Booklets and #2 Pencils

1. If the student test booklets and response booklets were collected after the last test session, return them to the students. Each student must have his or her original test materials. Distribute #2 pencils to students who need them.

2. **Say to the students:**

You are now going to take Reading Session 2. Please turn to page 12 in your test booklet. (Pause.)

In this test session you will read selections and answer questions 23 through 50 about what you have read. Now, open your Student Response Booklet to page 4 and find the box labeled “Reading—Session 2.” (Pause while students locate the section.)

Choose the best answer for each multiple-choice question and mark your answers on page 4 of your Student Response Booklet. Answer question 50 by writing your answer clearly in the space provided on page 4 of your Student Response Booklet. Question 50 is called a constructed-response question. It is like an essay question. Write your answer for the constructed-response question in the half-page response space provided. It should take you between 5 and 10 minutes to answer. Plan your work so that you have plenty of time to answer this longer question.

Some of the questions may be hard for you to answer, but it is important that you do your best. If you do not know the answer to a question, you should make your best guess. You may underline important ideas in the reading passages if you think that will help you.

You will have 45 minutes to read the passages and answer the questions in this part of the test. I will give you time updates during the testing period. Please stop when you finish this session. You may review your answers in this session of the test, but you may not go forward to work on any other sessions. I will tell you when to begin the next session of the test. Are there any questions? (Answer any procedural questions the students might have.) You may begin.

3. Circulate and check students’ work from time to time during the session. When 35 minutes have passed,

Say to the students:

You have been working for 35 minutes. Please continue to work quickly, but carefully. If you finish answering all of the questions in this session, go back and check your work on this part of the test or insert your response booklet into your test booklet, close your test booklet, and sit quietly. You may not work on any other part of the test.

4. When another 10 minutes have passed,

Say to the students:

Please raise your hand if you have not finished this part of the test.

5. Some students may raise their hands; they should be given up to five minutes of additional time. Emphasize that they should work quickly. Other students should remain seated quietly. Reading other material is permitted.
6. If you are not going on to the next test session after a short break, have students place their response booklets inside their test booklets. Collect all test materials and store them in a secure place until the next scheduled part of the test.

Session 3—Reading

Estimated Time: 45 Minutes

Materials Needed: Test Booklets, Student Response Booklets, and #2 Pencils.

1. If the student test booklets and response booklets were collected after the last test session, return them to the students. Each student must have his or her original test materials. Distribute #2 pencils to students who need them.

2. Say to the students:

*You are now going to take Reading Session 3. Please turn to page 24 in your test booklet. **(Pause.)** In this session you will read selections and answer questions 51 through 72 about what you have read.*

*Now, open your Student Response Booklet to page 5 and find the box labeled “Reading—Session 3.” **(Pause while students locate the section.)** Choose the best answer for each multiple-choice question and mark your answers on page 5 of your Student Response Booklet. Answer question 72 by writing your answer clearly in the space provided on page 5 of your Student Response Booklet. Question 72 is called a constructed-response question. It is like an essay question. Write your answer for the constructed-response question in the half-page response space provided. It should take you between 5 and 10 minutes to answer. Plan your work so that you have plenty of time to answer this longer question.*

Some of the questions may be hard for you to answer, but it is important that you do your best. If you do not know the answer to a question, you should make your best guess. You may underline important ideas in the reading passages if you think that will help you.

*You will have 45 minutes to read the passages and answer the questions in this part of the test. I will give you time updates during the testing period. Please stop when you finish this session. You may review your answers in this session of the test, but you may not go forward to work on any other sessions. I will tell you when to begin the next session of the test. Are there any questions? **(Answer any procedural questions the students might have.)** You may begin.*

3. Circulate and check students’ work from time to time during the session. When 35 minutes have passed,

Say to the students:

You have been working for 35 minutes. Please continue to work quickly, but carefully. If you finish answering all of the questions in this session, go back and check your work on this part of the test or insert your response booklet into your test booklet, close your test booklet, and sit quietly. You may not work on any other part of the test.

4. When another 10 minutes have passed,

Say to the students:

Please raise your hand if you have not finished this part of the test.

5. Some students may raise their hands; they should be given up to five minutes of additional time. Emphasize that they should work quickly. Other students should remain seated quietly. Reading other material is permitted.
6. If you are not going on to another test session after a short break, have students place their response booklets inside their test booklets. Collect all test materials and store them in a secure place until the next scheduled part of the test.

Session 1—Mathematics

Note: Calculators are allowed in this test session

Estimated Time: 45 Minutes

Materials Needed: Test booklets, Student Response Booklets, Mathematics Reference Sheets, calculators (school-owned or student-owned) and #2 Pencils

1. If the student test booklets and response booklets were collected after the last test session, return them to the students. Each student must have his or her original test materials, calculators, Mathematics Reference Sheets, and #2 pencils.

2. **Say to the students:**

You are now going to take Mathematics Session 1 (Calculator). In this session there are 24 multiple-choice questions and one constructed-response question. Answer the questions in the sequence that is provided in the test booklet. Be sure to read the instructions before each set of questions. Please turn to page 34 in your test booklet. (Pause.)

Open your Student Response Booklet to page 6 and find the box labeled “Mathematics—Session 1.” You may use your Mathematics Reference Sheet and a calculator to help you answer questions in this session. If you need space to do any computations or figuring, you may use the white space in your test booklet.

*Some of the questions may be hard for you to answer, but it is important that you do your best. Fill in the bubble next to the best answer for multiple-choice questions 1 through 24. Question 25 is called a constructed-response question. This question will ask you to show the work you did to get an answer or to explain your work or reasoning. Be sure to answer **all** parts of each question and **label** your answers to the parts (a, b, c, etc.).*

Show your work and write your answer for the constructed-response questions in the half-page response spaces provided on page 6. A graphing grid is provided in this box, as a tool, but is not always needed to answer the question. It should take you between 5 and 10 minutes to answer the constructed-response question. Plan your work so that you have plenty of time to answer this longer question.

You will have 45 minutes to answer the questions in this part of the test. I will give you time updates during the testing period. Are there any questions? (Answer any procedural questions.) You may begin.

3. Walk around the room from time to time to make sure students are marking their answers appropriately and not wasting time. When 35 minutes have passed,

Say to the students:

You have been working for 35 minutes. Please continue to work quickly, but carefully. If you finish answering all of the questions in this session, go back and check your work on

this part of the test or insert your rule and response booklet into your test booklet, close your test booklet, and sit quietly. You may not work on any other part of the test.

4. When another 10 minutes have passed,

Say to the students:

Please raise your hand if you have not finished this part of the test.

5. Some students may raise their hands; they should be given up to five minutes of additional time. Emphasize that they should work quickly. Other students should remain seated quietly. Reading other material is permitted.
6. If you are not going on to the next test session after a short break, have students insert their rulers inside their test booklets. Collect all test materials and store them in a secure place until the next scheduled part of the test.

Session 2A —Mathematics

Note: Calculators are allowed in this test session

Estimated Time: 20 Minutes

Materials Needed: Test Booklets, Student Response Booklets, Mathematics Reference Sheets, calculators (school-owned or student-owned), and #2 Pencils

1. If the student test booklets and response booklets were collected after the last test session, return them to the students. Each student must have his or her original test materials, calculators, Mathematics Reference Sheets, and #2 pencils.

2. **Say to the students:**

You are now going to take Mathematics Session 2A. In this session there are ten multiple-choice questions and one constructed-response question. Answer the questions in the sequence that is provided in the test booklet. Be sure to read the instructions before each set of questions. Please turn to page 42 in your test booklet. (Pause)

Open your response booklet to page 7 and find the box labeled “Mathematics—Session 2A.” You may use your Mathematics Reference Sheet and a calculator to help you answer any question in this session. If you need space to do any computations or figuring, you may use the white space in your test booklet.

Some of the questions may be hard for you to answer, but it is important that you do your best. Fill in the bubble next to the best answer for multiple-choice questions 26 through 35. Question 36 is called a constructed-response question. This question will ask you to show the work you did to get an answer or to explain your work or reasoning. Be sure to answer all parts of each question and label your answers to the parts (a, b, c, etc.) if the question requires it.

Show your work and write your answer for the constructed-response questions in the half-page response spaces provided on page 7. A graphing grid is provided in this box, as a tool, but is not always needed to answer the question. It should take you between 5 and 10 minutes to answer the constructed-response question. Plan your work so that you have plenty of time to answer this longer question.

You will have 20 minutes to answer the questions in this part of the test. I will give you time updates during the testing period. Are there any questions? (Answer any procedural questions.) You may begin.

3. Walk around the room from time to time to make sure students are marking their answers appropriately and not wasting time. When 15 minutes have passed,

Say to the students:

You have been working for 15 minutes. Please continue to work quickly, but carefully. If you finish answering all of the questions in this session, go back and check your work on this part of the test or insert your response booklet into your test booklet, close your test booklet, and sit quietly. You may not work on any other part of the test.

4. When another 5 minutes have passed,

Say to the students:

Please raise your hand if you have not finished this part of the test.

5. Some students may raise their hands; they should be given up to five minutes of additional time. Emphasize that they should work quickly. Other students should remain seated quietly. Reading other material is permitted.
6. If you are not going on to the next test session after a short break, have students insert their Mathematics Reference Sheets, and Student Response Booklets inside their test booklets. Collect all test materials and store them in a secure place until the next scheduled part of the test.

Session 2B—Mathematics

Note: Calculators are NOT allowed in this test session

Estimated Time: 20 Minutes

Materials Needed: Test Booklets, Student Response Booklets, Mathematics Reference Sheets, and #2 Pencils

1. If the student test booklets and response booklets were collected after Mathematics Session 2A, return them to the students. Each student must have his or her original test materials, Mathematics Reference Sheets, and #2 pencils. Calculators are NOT allowed in this session.

2. **Say to the students:**

You are now going to take Mathematics Session 2B. In this session there are ten multiple-choice questions, one short-answer question, and one constructed-response question. Answer the questions in the sequence that is provided in the test booklet. Be sure to read the instructions before each set of questions. Please turn to page 46 in your test booklet. (Pause.)

Open your Student Response Booklet to page 8 and find the box labeled “Mathematics—Session 2B.” You may use your Mathematics Reference Sheet to help you answer any question in this session. Use the workspace provided on your Student Response Booklet to show your work when answering questions 47 and 48.

Some of the questions may be hard for you to answer, but it is important that you do your best. Fill in the bubble next to the best answer for multiple-choice questions 37 through 46. Question 47 is called a short-answer question. This question will ask you to copy the problem from your test booklet to your response booklet. We will practice answering a short-answer question in a few seconds.

*Question 48 is a constructed-response question. This question will ask you to show the work you did to get an answer or to explain your work or reasoning. Be sure to answer **all** parts of each question and label your answers to the parts (a, b, c, etc.) if the question requires it.*

Show your work and write your answer for the constructed-response questions in the half-page response spaces provided on page 8. A graphing grid is provided in this box, as a tool, but is not always needed to answer the question. It should take you between 5 and 10 minutes to answer the constructed-response question. Plan your work so that you have plenty of time to answer this longer question.

NOTE: A practice short-answer question is located on the back of the Mathematics Reference Sheet. It is recommended that you use this practice short-answer item to verify that students understand the directions.

Say to the students:

Take out your Mathematics Reference Sheet and find the “Instructions for Answering Short-Answer Questions” located on the back of the sheet. Look at the sample question. It’s asking you to copy the math problem from your test booklet to the workspace in your Student Response Booklet. Compute your answer in the workspace. After you have computed your answer in the workspace (showing all work), write your answer in the “Answer Grid” by

first writing the answer in the boxes on the top row and then darkening in the bubbles below it. Do you have any questions about short-answer questions?

You will have 20 minutes to answer the questions in this part of the test. I will give you time updates during the testing period. Are there any questions? (Answer any procedural questions.) You may begin.

3. Walk around the room from time to time to make sure students are marking their answers appropriately and not wasting time. When 15 minutes have passed,

Say to the students:

You have been working for 15 minutes. Please continue to work quickly, but carefully. If you finish answering all of the questions in this session, go back and check your work on this part of the test or insert your response booklet into your test booklet, close your test booklet, and sit quietly. You may not work on any other part of the test.

4. When another 5 minutes have passed,

Say to the students:

Please raise your hand if you have not finished this part of the test.

5. Some students may raise their hands; they should be given up to five minutes of additional time. Emphasize that they should work quickly. Other students should remain seated quietly. Reading other material is permitted.
6. If you are not going on to the next test session after a short break, have students insert their rulers inside their test booklets. Collect all test materials and store them in a secure place until the next scheduled part of the test.

Session 3—Mathematics

Note: Calculators are NOT allowed in this test session

Estimated Time: 45 Minutes

Materials Needed: Test Booklets, Student Response Booklets, Mathematics Reference Sheets and #2 Pencils

1. The student test booklets and response booklets were collected after the last test session; return them to the students. Each student must have his or her original test materials, Mathematics Reference Sheets and #2 pencils.

2. Say to the students:

You are now going to take Mathematics Session 3. In this session there are 21 multiple-choice questions, three short-answer questions, and one constructed-response question. Answer the questions in the sequence that is provided in the test booklet. Be sure to read the instructions before each set of questions. Please turn to page 52 in your test booklet. (Pause.)

Open your Student Response Booklet to page 9 and find the box labeled “Mathematics—Session 3.” You may use the Mathematics Reference Sheet to help you answer any question in this session. Use the workspace provided on your Student Response Booklet to answer questions 70 through 73.

Some of the questions may be hard for you to answer, but it is important that you do your best. Fill in the bubble next to the best answer for multiple-choice questions 49 through 69. Questions 70, 71, and 72 are called short-answer questions. These questions will ask you to copy the problem from your test booklet into the workspace in your Student Response Booklet. After you have calculated an answer in the “Work Space”, please grid the answer in the “Answer Grid” located next to the workspace. A practice short-answer question is located on the back of the Mathematics Reference Sheet. You may use this during the test session to help guide you when answering the short-answer questions.

Question 73 is a constructed-response question. This question will ask you to show the work you did to get an answer or to explain your work or reasoning. Be sure to answer all parts of each question and label your answers to the parts (a, b, c, etc.) if the question requires it.

Show your work and write your answer for the constructed-response questions in the half-page response spaces provided on page 10. A graphing grid is provided in this box, as a tool, but is not always needed to answer the question. It should take you between 5 and 10 minutes to answer the constructed-response question. Plan your work so that you have plenty of time to answer this longer question.

You will have 45 minutes to answer the questions in this part of the test. I will give you time updates during the testing period. Are there any questions? (Answer any procedural questions.) You may begin.

3. Walk around the room from time to time to make sure students are marking their answers appropriately and not wasting time. When 35 minutes have passed,

Say to the students:

You have been working for 35 minutes. Please continue to work quickly, but carefully. If you finish answering all of the questions in this session, go back and check your work on this part of the test or insert your response booklet into your test booklet, close your test booklet, and sit quietly. You may not work on any other part of the test.

4. When another 10 minutes have passed,

Say to the students:

Please raise your hand if you have not finished this part of the test.

5. Some students may raise their hands; they should be given up to five minutes of additional time. Emphasize that they should work quickly. Other students should remain seated quietly. Reading other material is permitted.
6. Ask students to insert their Student Response Booklet inside their test booklets and hand them to you. Collect all test materials and store them in a secure place until you are ready to complete student and program information on page 2 of the Student Response Booklets.

Post-Test Procedures

To Be Completed By Test Administrators

Front Cover

After students have completed all test sessions, test administrators must check each Student's Response Booklet to verify that correct identification and background information was provided. This information is extremely important for accurate reporting of results!

- Please check the front cover to verify that the following information was correctly completed:
 - Box A – Student Name
 - Box B – Student Identification
 - Box C – School Code
 - Box D - Gender
 - Box E – Form
 - Box F – Birth Date
- Verify that Box P “Vocational Education Concentrator” has been correctly completed

Codes for Areas of Vocational Concentration

A	Agriculture
B	Business
C	Marketing
D	Health Occupations
E	Family & Consumer Services
F	Technology
G	Trades & Industries
H	A blend of courses in 2 or more of the above.

Now, Code Box G: “For Test Administrator Use” (Ethnicity)

Ethnicity information, Box G, on the front cover of the Student Response Booklets should be completed by test administrators after testing is finished. Montana Office of Public Instruction suggests that this section be completed by the Test Administrator with information obtained from the system. Mark only one racial/ethnic category.

1	American Indian or Alaska Native
2	Asian
3	Black or African American
4	Hispanic
5	Native Hawaiian or Other Pacific Islander
6	White

Please Turn to Page 2: Code All Applicable Student Information**Code Box H: Program Information**

The program information section is for local school personnel to code in any of the eight programs that a particular student is associated with. These categories should be coded after a student has completed the test.

SE	Special Education student, identified as being disabled, who has an IEP.
504	Student identified as 504, who has a 504 plan.
MG*	Student who has migrant status. A child is designated “migrant” and considered eligible for services under the Title I Part C statute if he or she meets very specific conditions extracted from the law. A detailed definition follows this chart.
GT	Gifted student identified and served.
LEP/ELL**	Student identified as limited English proficient. Montana observes the federal definition of limited English proficiency. Both language impact and academic achievement must be considered. A detailed definition follows this chart.
F/RL	<p>Student who is eligible for free or reduced-price lunch participation. Due to the confidential nature of this designation, the response booklet must be coded by:</p> <ul style="list-style-type: none"> (a) a district or school building test coordinator, OR (b) the local school district official who determines free and reduced-price eligibility (i.e., school food official) <p>If the coding is to be done by a test coordinator, then the school food official will provide a list of free and reduced-price eligible students to the test coordinator. Upon completion of the coding, the test coordinator must return the list to the school food official. If the coding is to be done by the school food official, then the test coordinator will give the Student Response Booklets to the school food official. Upon completion of coding, the school food official is to return the Student Response Booklets to the test coordinator.</p>
TM (optional)	Title I Math (local option)
TR (optional)	Title I Reading (local option)
Does the student have an IEP?	Bubble-in “Yes” if the student has an IEP.

* MG: A child is designated “migrant” and considered eligible for services under the Title 1 Part C statute if he or she meets very specific conditions extracted from the law. A migratory child means:

- a. a child who is, or whose parents, spouse, or guardian is, a migratory agricultural worker, including a migratory dairy worker, or migratory fisher; and
- b. who, in the preceding 36 months, accompanying such parent, spouse, or guardian in order to obtain temporary or seasonal employment in agricultural or fishing work has moved from one school district, to another.

NOTE: Districts may not make migrant eligibility determinations without assistance from the Office of Public Instruction; however, once identified the child must be coded on any standardized achievement test taken.

****LEP/ELL:** Montana observes the federal definition of limited English proficiency. Both language impact and academic achievement must be considered when identifying LEP/ELL students. A student must be identified as one of the following:

1. an individual who was not born in the United States or whose native language is a language other than English;
2. an individual who comes from an environment where a language other than English is dominant;
3. an individual who is American Indian or Alaskan Native and who comes from an environment where a language other than English has had a significant impact on the individual’s level of English language proficiency.

The student must also have sufficient difficulty speaking, reading, writing, or understanding the English language to deny such an individual the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society.

Code Box I: Educational Disability

Code “Yes” if the student has a significant cognitive disability.

Code Box J: Special Education

The special education section (Box J) is optional. Local school personnel may code in special education information for students with identified disabilities after testing has been completed. Below is the list of the thirteen allowable disabilities and their codes.

AU	Autism	LD	Learning Disability
CW	Child with a Disability	OI	Orthopedic Impairment
CD	Cognitive Delay	OH	Other Health Impairment
DB	Deaf-Blindness Impairment	SI	Speech/Language
DE	Deafness	TB	Traumatic Brain Injury
ED	Emotional Disturbance	VI	Visual Impairment
HI	Hearing Impairment		

Code Box K: Standard and Non-Standard CRT Accommodations

Standard CRT Accommodations

Standard accommodations are changes in the routine conditions under which students take the criterion-referenced tests (CRT), and involve changes to timing or scheduling of the test, test setting, test presentation, and how the student responds to test questions. Standard accommodations are available to all students if they are already part of the student's classroom routine and must be coded in Box "K", page 2, of the Student Response Booklet.

Use the accommodation codes on the following page to identify the accommodation(s) provided to eligible students after testing has been completed.

STANDARD CRT ACCOMMODATIONS
(CODE ALL THAT APPLY IN BOX K)

Scheduling Accommodations

Tests were administered

1. at a time of day or a day of the week
based on student needs.

Grade 10 CRT Test Administrator's Manual

2. in appropriate blocks of time for individual student needs, followed by rest breaks.
3. with time extended beyond the regular test administration allotments until, in the administrator's judgment, the student could no longer sustain the activity.

Setting Accommodations

Tests were administered

4. individually (one-on-one).
5. in a small group.
6. in a carrel.
7. in an alternative setting.
8. by other school personnel known to the student (e.g., LEP, Title I, Special Education).
9. at the student's home, by school personnel.
10. with the student seated in front of the classroom.
11. with the teacher facing the student.

Equipment Accommodations

Tests were administered

12. with the student using magnifying equipment.
13. with the student wearing noise buffers.
14. using a template.
15. with the student using amplification equipment (e.g., a hearing aid or auditory trainer).
16. with the student using a typewriter or word processor (without activating spellchecker).
17. using voice-actuated technology.
18. using a bilingual dictionary.

Recording Accommodations

19. The student's answers were dictated to the test administrator and recorded in the student answer booklet by the test administrator.
20. The student marked or wrote answers with the assistance of a technology device or special equipment. The student's answers were transferred by the test administrator to the answer booklet.
21. Other assistive technology routinely used by the student that does not change the intent or content of the test was used.

Modality Accommodations

22. Tests were read to the student by the test administrator (with the exception of the reading test). Note: Readers must read test items/questions and reading passages to the student word-for-word exactly as written. Readers may not clarify, elaborate, or provide assistance to the student regarding the meaning of words, intent of test questions, or responses to test items/questions.
23. Tests, including directions, were interpreted for student with deaf or hearing-impaired student (with the exception of interpreting the reading test).
24. An administrator gave test directions with verification (by using a highlighter) that the student understood them.
25. An administrator assisted students in understanding test directions including giving directions in native language.
26. Tests were read in "Sheltered English" content for an LEP student (with the exception of reading the reading test).

Other

27. Braille
28. Large Print

Code Box K: Non-Standard CRT Accommodations

Non-standard CRT accommodations are changes in the way testing is presented or in the way a student responds to test questions that may alter what the test measures. Teams should exercise caution in considering whether a student requires a non-standard accommodation.

Non-standard accommodations are only available for a student with IEP/504/LEP plans.

- For the test(s) the student takes with a non-standard accommodation, the score for that test(s) will automatically be reported in the **NOVICE** performance category for that content area. Test administrators will code the non-standard accommodation in Box K, page 2, of the Student's Response Booklet.

The following is a partial listing, by example, of methods of administration that would be considered to be non-standard.

CODE ALL NON-STANDARD CRT ACCOMMODATIONS IN BOX K:

29. Reading aloud the reading test to a student or the student uses text-reader software. A student for which this type of non-standard accommodation might be used would be a student with a learning disability in reading who without the text being read, could not participate in this portion of the test.
30. Student uses a calculator, number chart, arithmetic table, or manipulatives on no-calculator sections of the mathematics test. A student for which this type of non-standard accommodation might be used would be a student with a learning disability in math who, without the use of a calculator, would not be able to perform any math calculations or functions.
31. Tests were translated into native language for an LEP/ELL student. Translation is to be done by local personnel.
32. Other (with verification from OPI).

Code Box L: Alternate Assessment

Please code alternate assessment program information in Box L, Page 2, of the Student Response Booklet. Identify all subjects in which the students participated in the alternate assessment.

Code Box M: Did Not Participate

Complete this section only if the student did not participate in one or more sections of the CRT through standard administration, administration with accommodations, or through alternate assessment.

Test administrators should code "Entire Test" for students who were absent for the entire testing window and were unable to participate in any test session.

Code Box N: Participation Information

NSAY	Not in school academic year
NDAY	Not in district academic year

Please code this box if the student was not in your school during the academic year or if the student was not in your district during the academic year.

Code Box O: Exclusions

FXS	Foreign Exchange Student
SNE	Student Not Enrolled (including home-schooled students)
PRAS	Student in a private accredited school
PRNONST	Student in a non-accredited Title 1 school

Please code this box for students who were excluded from participating in all test sessions. **Scores of students coded in Box O will not be included in the calculation of averages.**

Coding Class Identification Sheets (Blue)

The purpose of the Class Identification (ID) Sheets is to identify the way in which the accompanying Student Response Booklets should be organized for reporting purposes. CRT-Alternate and CRT test administrators must complete a Class ID sheet for each class and grade tested. Failure to properly code this form will result in incorrect Class Rosters and Item Analysis Reports.

Please code the following information on the Class ID Sheet:

- Teacher Name (Last Name, First Name)
- School Code
- Number of Returned Used Student Response Booklets
- Grade

After coding the above information, please place the completed Class ID Sheet on top of your students' response booklets and insert them into the white envelope labeled "For return of used answer documents."

Return of Materials to the School Test Coordinator

Be sure to return **all** test materials to your School Test Coordinator:

- Used Student Response Booklets, with completed Class ID Sheet, placed in the white envelope labeled, "For return of used answer documents";
- Unused Student Response Booklets;
- Student test booklets, used and unused;
- Mathematics Reference Sheets; and
- Test Administrator's Manual.

--



Thank You

for your help in administering the CRT!